**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally)   Opposites instead.   * How will you prevent these failures?   Use review, examples and nonexamples (Frayer Model). Use ratios, inverses, opposites and absolute values as related words.   * What will you do to maintain consistency?   Student conferences   * How will you know if it is working? | Reciprocal |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * ***Problem of the Day followed by a journal entry asking what they already know.*** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Use the Frayer Model. Write up 2/5 and 5/2 and ask students to come up with 5 things they observe about it. Include related words (inverse, absolute value)   1. How will you provide multiple opportunities for vocabulary to be used in context?   Use real-world examples for dividing fractions, such as cooking, sewing, making something to scale).  See Word Wall vocabulary activity page for games and opportunities for student responses. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need?   Candybars, Fraction Strips, Tape Measures   1. Will each student have enough materials to model the problems?   Yes  -If they do not, will you have them pair up or adjust the problems? Pair up, Groups   1. Where will students record their work during this phase of the lesson?   Math Journal   1. How will you check for understanding during this phase of the lesson?   Whiteboards, Fraction Strips on document camera   1. Will you use the *Extend?* No, requires use of algorithm. 2. Will you use the *Link to Investigations*? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  A common misconception is forgetting to write the reciprocal. Teach a mnemonic like Can Freddy Multiply (Change the sign, Flip the fraction, Multiply) ? Or you can have students use the “reFLIProcal”.  Choose one option:   * + ***Visual Learning Animation* (on-line or CD)**  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Math Journal 3. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.   Determine what will best serve the student and/or class.   1. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes. What they do in the Guided Practice is the same as on their Independent Practice worksheets. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Pg. 204-205 2. Where will students record their work? Math Journal 3. Will you collect, grade and record the independent practice? Have student grade themselves and review any problems they struggled with in a whole-group setting. 4. How will you check for understanding? See how they did on their independent practice or use the QuickCheck. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Possibly. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + ***Quick Check* (in *Teacher Resource Masters)***   + ***Writing to Explain*** | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + ***Math Project (work in teams to figure out where to find whole numbers divided by fractions in the real-world.***   + **Teacher-led interventions (take aside small groups for reteaching while others work on their projects.)**   + **Online games from *Envision Digital Premium***      1. Will you do these activities and if so, when? Yes, during a variety of settings. 2. When will you give directions on how to play? Sometime before math begins. 3. What materials will be needed for the activities? Computers, posters, journals, reteaching tools 4. Will you work with the Intervention group? Yes 5. How will you determine which activities will be assigned to each group of students? By how they performed on the formative assessments. | |
| **HOMEWORK** | |
| Choose from the many options:   * ***Leveled Homework***  1. Will you collect and grade homework? No. 2. Will you discuss homework? If so, when? Yes, the following day. | |